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ABSTRACT

Today's university is an active, political force within our society which must actively commit its resources to the eradication of urban problems such as racism, poverty, health care, infant mortality, drug abuse, inferior housing, unemployment, education, transportation, and so on. First and foremost, the "white mask" of the university must be removed. Large numbers of blacks, Chicanos, Puerto Ricans, Indians, and poor whites must be recruited and admitted to the university. Once there, these students must be exposed to a "new morality" of the university that is aimed at the urban areas of our country and committed to changing social and urban policy. Urban programs must assume the authority of training students and granting degrees in urban development and social change. The leadership for the urban commitment of the university must come from top university administrators. Within this context, action or service is not incongruent with scholarly, academic efforts and research. Urban colleges and universities must aim to provide a scholarly action for the community based on hard data. This philosophy is not a foreign concept to many universities which began as land-grant colleges and universities, which traditionally serve the society of which they are a part. (Author/JM)

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URBAN AMERICA AND CRUCIAL ISSUES FACING HIGHER EDUCATION*

Robert L. Green**

America is in trouble and her problems are highlighted by the plight of our urban centers. All of the problems that face the greater society are magnified in the cities. Nowhere are the problems of drug abuse, crime, education, housing, unemployment, transportation, and ecology as severe as in the cities. Many believe that it is already too late for the cities, that they have deteriorated into wastelands beyond salvation. If steps are not taken now, this could well be true in the near future.

The university can and should play a significant role in seeking solutions to the problems which beset urban dwellers. Since no real national moral commitment has been made to seeking solutions to urban problems, it is all the more important that the university make a firm commitment now. The posture that the university assumes will greatly add to or detract from the possible solution of urban problems.

In order to understand the university's role in today's society, it is necessary to examine the university's traditional role. The university has always claimed to exercise leadership within an intellectual climate.

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in order to promote meaningful learning, teaching, and research experiences for its students. "It is supposed to play a major role in educating and training our citizenry for living and working in the modern world. To observe how well the school system is fulfilling this role, one must. . .observe how its products are living and working. How well are its graduates living and how productive are they as workers? What are their attitudes, understandings, appreciations, knowledge, skills, and abilities?"[1]

The products of the American university have traditionally been the upper and middle classes. The university has fully prepared its graduates to be members of society rather than modifiers or transformers of that society. They have left the security of the university not to change or alter society, but to become members of an even greater security, the American status quo. The white, middle class students of yesterday have become the white, middle class university administrators (or gate-keepers) of today. A national process of educational inbreeding has been the result.

Coinciding with the university's fond affiliation with the status quo has been its allegiance to "objective" empirical research. Graduate students especially were urged to be "detached scholars" operating within a neutral methodology. While attempting to discover answers to human behavior or physical phenomena, they were expected to function within a value-free context. Methdology textbooks and courses stressed this aspect of objective research as a prerequisite for obtaining valid data. Yet, what

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[1] Fred O. Pinkham, "The Yardstick Project: Management Science on Line in the Schools," Education and Urban Society, Vol. III, No. 1, November 1970, p. 74.

has been overlooked is that empirical research is based on what Max Weber calls "value relevance," that is, a researcher will study what he considers to be relevant, thus indicating an initial value preference. One's values cannot help but color one's scientific research, whether it be in the natural, physical, or social sciences, for science is in and of itself, a selective process.

Weber and Objectivity

As early as 1903, Max Weber, a scholar in the fields of sociology, economics, and legal history, was writing and lecturing in German universities on this aspect of values within research. He addressed this issue in an essay on "Objectivity in Social Science and Social Policy." It was delineated further in "The Meaning of 'Ethical Neutrality' In Sociology and Economics." He writes that a researcher's "cultural (i.e., evaluative) interests give purely empirical scientific work its direction. . . .Hence the very recognition of the existence of a scientific problem coincides, personally, with the possession of specifically oriented motives and values."[2]

Weber[3] explains that when a researcher is studying a particular group of people within a society, he must make value judgments within the context of that culture. He goes on to say that the object of investigation and the extent to which it is investigated are determined by the evaluative ideas which dominate the investigator and his age. While many American university professors are ardent proponents of the "neutral scholar" mode

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[2] Max Weber, The Methodology of the Social Sciences, trans. and ed. by Edward A. Shils and Henry A. Finch. (Illinois: The Free Press of Glencoe, 1949), pp. 22, 61.

[3] Ibid., pp. 81-82, 84.

of research, Weber, who is a distinguished German professor, sees an inherent disservice to society when one masks his research under the guise of neutrality. He states: "An attitude of moral indifference has no connection with scientific 'objectivity'. . . .The pseudo 'ethically-neutral' prophet who speaks for the dominant interests has. . .better opportunities for ascent due to the influence which these have on the political powers-that-be. I regard all this as very undesirable."[4]

Myrdal and Objectivity

Another European scholar who has addressed himself to the issue of research and objectivity is Gunnar Myrdal. This Swedish professor is the author of a monumental two-volume work, An American Dilemma, that has become a classic in social science literature. According to Myrdal, the scientist is not necessarily immune to bias:

> In the light of the history of scientific writings on the 'American Negro problem,' the biased notions held in previous times and the opportunistic tendencies steering them stand out in high relief against the better controlled scientific views of today. Full objectivity, however, is an ideal toward which we are constantly striving, but which we can never reach. The social scientist, too, is part of the culture in which he lives, and he never succeeds in freeing himself entirely from dependence on the dominant preconceptions and biases of his environment.[5]

A good example of this whole question is the social scientist who chooses to do research on civil rights or social change issues rather than engage in rote learning and memory drum experiments. Some event within his experiential world has caused him to make a value judgment regarding the

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[4] Weber, pp. 60, 69.

[5] Gunnar Myrdal, "A Methodological Note on Facts and Valuation in Social Science," An American Dilemma, Vol. II. (New York: Harper and Row Publishers, 1944, 1962, and 1969), pp. 1035.

choice of research topics. The academician certainly is not a tabula rasa operating within a void. His research area is not only an integral part of the greater cultural patterns around him, but an important part of his personal beliefs and valuations.

In his subsequent work, Value in Social Theory, Myrdal states:

> Social science for a little more than a century [has tried] to seek to make 'objective' our main value-loaded concepts by giving them a 'purely scientific' definition, supposedly free from any association with political valuations. . . .There is no way of studying social reality other than from the viewpoint of human ideals. A 'disinterested social science' has never existed and for logical reasons, cannot exist.[6]

The University's Involvement With Society

The university has acted quite contrary to its espoused norm of "neutrality" and its neatly mouthed platitude of "objectivity" in all aspects of scientific research. While under the guise of the "detached scholar" the American university has become involved in those aspects of society in which it found value. Business, economics, marketing, and advertising departments aided industry, especially automobile manufacturers. Chemistry departments worked with everything from toothpaste manufacturers to plastic firms in developing new components for the American markets. Universities even became deeply involved with international politics. Most major universities began overseas projects and played significant roles in developing third world countries. Universities have not ignored the U.S. government in their involvement either. R.O.T.C., defense contracts, and research grants have stimulated the university's economic resources a great deal.

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[6] Gunnar Myrdal, "International Integration: The Place of Value Premises in Scientific Analysis," Value in Social Theory: A Selection of Essays on Methodology. (London: Routledge and Kegan Paul, Ltd., 1958), p. 1

Thus, while maintaining a public posture of neutrality, individual university professors have found it worthwhile to act as consultants to those in policy-making positions. Those who posed as objective scholars were the same men who, as sociologists, were consulted by city planners and who, as educators, advised on the selection of new school superintendents. Even the agricultural expert is aimed at improving crop output and creating a more efficient farm management.

Weber's essay on the meaning of "ethical neutrality" was "directed towards the social scientists in universities who made assertions about the right ends of policy in the name of their scientific or scholarly disciplines; it was intended to clarify the ways and the extent to which statements about policy could be based on scientific knowledge. . . .In both the U.S. and Great Britain very large numbers of social scientists are employed in governmental service, and outside the government social scientists are becoming increasingly concerned with 'applied social research.'"[7]

Race and social problems, enormous areas of scholarly research, also have not been immune to biases underneath their cloak of objectivity. Myrdal saw this very clearly as he examined past research and compared it to the existing American social structure. He notes:

> Race problems, generally, and the Negro problem in America, particularly, are. . .affected by conflicting valuations of high emotional tension. Keeping in mind the actual power situation in the American nation and observing the prevalent opinions in the dominant white group, we are led . . .to expect that scientific biases will run against the Negroes most of the time. This expectation has been confirmed in the course of our study.
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> White scholars until the last two or three decades worked more or less consistently in the interests of the dominant white group's need for rationalization or justification of the system of color

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[7] Weber, The Meaning of 'Ethical Neutrality', p. ix.

> caste. . . .Public and academic opinion in the dominant majority group, the Negro scientist's desire to lean backwards and be strictly scientific, and other reasons, may often cause even the Negro scientist to interpret the facts in a way which is actually biased against his own people.[8]

Myrdal reinforces what we have found to be the university's traditional role as advocate of the status quo. Yet this neutrality stressed by the university is nothing more than a sterility of conscience. When the university as a whole is far from objective, it is incongruous for Ph.D. programs to stress such objectivity. Commitments to the greater society are made daily by professors individually and the university collectively. Thus, a very positive commitment can and must be made to change urban America.

The Morrill Act of 1862 and Land-Grant Institutions

The Morrill Act of 1862, which led to the development of many land-grant institutions, including Michigan State University, clearly suggests that academic institutions should reach out to meet the needs of a developing and changing society. In the past, land-grant and other universities seemed to have realistically attempted to meet the needs of rural America. They have especially made an important contribution in serving the particular needs of the great plains farmer. When farmers were confronted with the dilemma of a changing agrarian community, the land-grant college began to assist them in articulating their needs to the government, thereby stimulating the government to develop a conservation philosophy. Farmers were the major recipients of these subsistence allowances.

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[8] Myrdal, An American Dilemma, pp. 1035, 1037.

It must be stressed, however, that this scientific expertise found at institutions of higher learning did not aid all farm laborers. While farm managers and owners were benefiting from advanced technology, the universities did nothing for the millions of poor black, Chicano, and white farm workers who were displaced. Only recently have programs such as expanded nutrition been initiated in an attempt to cope with the problems of the rural poor. By 1899, there were about 500,000 farm families throughout the United States participating in land-grant college programs, which were designed to tap human as well as natural resources. Massive assistance was provided in education for many young people who did not have the elite admission credentials considered by many non-land-grant colleges as being necessary for success in higher education. The Morrill Act offered a redefinition of public education related to providing a service function for the more disadvantaged segments of American society. Through the 1914 Smith-Lever Act, which created a federal extension service, rural people became cooperative employees of the land-grant colleges within each state and were trained in the areas of agriculture, resource development, marketing, family living, and home management.

Michigan State University played a significant and very necessary role in providing a national model for utilizing university resources to make a positive impact on rural America. In its Report to the President (1959), the Committee on the Future Use of the University noted that MSU had "met the challenge of the times by growing in size and in the scope of its offerings." The committee viewed the agricultural research model as a classic example of the service a land-grant university should render.

> Research in agriculture, while solving many of the problems of the moment, did not neglect studies in the undergirding disciplines; it looked to the future with the realization that the solution of specific problems as they arose would depend upon general knowledge gained in the past. . . .Research is the key to the solution of the problems of the people whether the impact is direct or indirect. Of itself then, research is an activity which should be increasingly emphasized as the problems that face mankind become more critical and urgent. . . .Michigan State should continue to carry the University to the people through its off-campus activities--this proud tradition of the land-grant institutions is still a vital role.[9]

Once again, universities showed themselves to be active participants within the larger society. The "detached scholar" and the "objective researcher" probably never have existed and never will exist. To a great degree, universities have been direct extensions of powerful political interests in the dominant society. Yet, universities have taken a direct stand on societal problems, especially agricultural. When the land-grant concept was instituted, this was probably the first time that the university opened its doors to people not of the upper and middle classes. The university brought in war veterans, who at that time were members of one of the most disadvantaged elements in society. The land-grant college has reached out to aid the farmer and the veteran and now must reach still further--to the urban resident.

The United States today is no longer the rural society which the Morrill Act served. The 1970s show that 70 percent of America's population resides in urban areas.[10] Even the suburbs which are growing at an enormous rate have taken on an urban nature. In Michigan alone land is

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[9] A Report to the President of Michigan State University from the Committee on the Future of the University, East Lansing, Michigan, 1959, pp. xiii-xiv.

[10] James H. Laue, "The Movement: Discovering Where It's At and How to Get It," The Urban and Social Change Review, Vol. 3, No. 2, Spring, 1970, p. 8.

going out of farm production at the rate of 94 acres a day. If the present trend continues, by 1990 twenty of Michigan's twenty-two top agricultural counties will not be engaged in farming at all.[11]

Societal Problems of Urban America

Considering the burgeoning urban communities, there are a number of current issues which require solutions if the university and urban America are to survive and positively grow. The current dissatisfaction and assault upon institutions of higher learning suggest that there is strong disagreement over the basic relationship existing between the university and many segments of American society. The issues that have surged to the forefront are related to the myriad of social problems of urban America.

Amid the vast conglomeration of social problems facing urban America, one problem distinctly stands out as an underlying factor--racism. As the National Advisory Commission on Civil Disorders reported, the United States is rapidly moving toward two separate societies, one black and one white.[12]

This is further documented by Myrdal who states that the research and writing of the American Dilemma was "an assignment which, in fact, called upon me to become an expert. . .on almost everything that is wrong in America. . .the Negro problem is intertwined with all other social, economic, political, and cultural problems, and its study afford a

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[11] George Cantor, "Who Said Farming is Charming?" Detroit Free Press, January 30, 1972, p. 2A.

[12] Report of the National Advisory Commission on Civil Disorders. (New York: E.P. Dutton & Co., Inc., 1968), p. 1.

perspective on the American nation as a whole."[13] Myrdal describes very graphically the prevalence of racism in American society.

> The American Negro problem is a problem in the heart of the American. It is there that the interracial tension has its focus. It is there that the decisive struggle goes on. . . .Though our study includes economic, social, and political race relations, at bottom our problem is the moral dilemma of the American--the conflict between his moral valuations on various levels of consciousness and generality. The 'American Dilemma'. . .is the ever-raging conflict between. . .the valuations preserved on the general plane which we shall call the 'American Creed,' where the American thinks, talks, and acts under the influence of high national and Christian precepts, and. . .the valuations on specific planes of individual and group living, where personal and local interests, economic, social, and sexual jealousies, considerations of community prestige and conformity, group prejudice against particular persons or types of people, and all sorts of miscellaneous wants, impulses, and habits dominate his outlook.[14]

This scathing indictment of American society clearly and significantly explains the presence of the vast array of critical social problems facing the urban environment today. What Myrdal said in 1944 has great relevance in 1972.

Migration and natural growth have caused urban areas to expand at an alarming rate and become storehouses for the poor and the black. According to the U.S. Census Bureau, almost half of the nation's black population is concentrated in 50 cities, a third of the total is in 15 cities, and 6 U.S. cities have black majorities while 8 others have a black population of 40 percent or more.[15] Yet this growth of the urban black community that attempted the "transition to the mainstream of U.S. society [is] continually met with overt and covert opposition by the White ethnic

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[13] Myrdal, An American Dilemma, p. xxiii.

[14] Ibid., p. lxxi. Also see Myrdal, Value in Social Theory, pp. 57-58.

[15] Jack Rosenthal, "One-Third of Blacks Found in 15 Cities," New York Times, May 19, 1971.

configurations that also exist within the urban areas. The inner-city gulf has thus widened and deepened."[16]

Warner's intense study of urban growth in Philadelphia offers a methodological model for studying the urbanization process in other large American cities. He sees the development of American urban areas as part of a planned national tradition and the continued failures in urban areas as historical. "Long before the great World Wars, long before the settling of the immigrant and Negro slums, and long before the balkanization of metropolitan politics, Americans had fixed upon a tradition whose habits and goals bore especially hard upon big cities."[17] The tradition is that the primary purpose of human existence is the private search for wealth.

There is no doubt that racism in this country does exist and does pervade all aspects of life, especially urban life. When white people are appalled at many of the urban conditions, they forget that they have been part of the building of that urban life. Among the findings of the National Advisory Commission on Civil Disorder in March 1968 was this: "What white Americans have never fully understood--but what the Negro can never forget--is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it."[18] The educational institutions of this country

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[16] Dennis Clark, "Toward Assimilation or Ethnic Identity?" Urban and Social Change Review, Vol. 4, No. 1, Fall, 1970, pp. 18-19.

[17] Sam Bass Warner, Jr., The Private City: Philadelphia in Three Stages of Its Growth. (University of Pennsylvania Press, 1968).

[18] U.S. Commission on Civil Rights, Racism in America and How to Combat It. (Washington: U.S. Government Printing Office, 1970), p. 3.

have also played a vital part in this institutional racism. An equally dedicated effort by the universities can and must be made to alleviate the problems of urban America.

Urban Poverty and Its Relationship to Race

The injustice and pervasiveness of poverty is glaringly evident against a backdrop of unparalled U.S. prosperity. America cannot claim to be ignorant or innocent of the horror of poverty, yet the vast "middle class" surprisingly is indeed ignorant of poverty's causes and considers itself innocent. A most enlightening study in this area was done by Robert H. Lauer, a sociologist at Southern Illinois University. Upon asking 1,400 St. Louis area residents why there was poverty in affluent America "the vast majority of those interviewed showed little or no concern or insight. Responses ranged from a flip unconcern to a refusal to acknowledge the existence of the problem. Even when respondents were aware of certain problems with regard to the poor, they were not entirely convinced that the poor themselves were innocent."[19] Lauer has a dismal yet thought-provoking response to his study: "If our respondents are representative of a significant number of Americans, and if governmental officials, including Congress, are responsive to the attitudes of those Americans, poverty is likely to be an aspect of the American scene for some time. . . .As long as poverty is viewed as a problem of the poor rather than of the rest of us, and as long as the poor are seen as culpable rather than as victims, there will be no realistic attack on the problem."[20]

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[19] Robert H. Lauer, "The Middle Class Looks at Poverty," Urban and Social Change Review, Vol. 5, No. 1, Fall, 1971, p. 8.

[20] Ibid., p. 9.

The recent experiences of this author in Israel, Kenya, and Tanzania support the idea that in many foreign countries often the plight of the poor is viewed as the plight of the nation rather than just of the poor themselves. When this is the case all of the resources of the nation are brought to bear upon the problem. This is the direction in which we must move in America, as Lauer suggests in his study.

Although some changes have been effected, there is still a gross disparity within the city, as evidenced by "continued poverty, especially among blacks, browns, and Indians (40 percent of all black families are poor)."[21] While American affluence continued to rise in the 1960s, not much has changed for the grass roots ghetto, barrio, and reservation residents. Disparities between white and nonwhite indices for the most part are staying the same or widening in all areas including unemployment rates, infant and mother mortality, life expectancy, nonwhite median income as a percentage of white median income.[22]

Arising out of racism and poverty and the urban environment is the insidious problem of infant mortality. In 1969 the National Institute of Child Health and Human Development held a conference to explore key issues in infant mortality. Their findings show a solid relationship between environmental, social, economic, and health factors, all stacked against the urban dweller who is poor.

> Because of environmental factors, children in the lower social classes are often born with inferior resistance to infection. . . . We have major problems of poverty, nutrition, sanitation, home conditions in this country which impinge adversely on infant mortality.

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[21] Lauer, p. 8.

[22] Howard Ehrlich, "Social Conflict in America: The 1960s," paper for the Missouri Symposium on Urban Confrontations, (University of Missouri, Department of Sociology, June 27, 1969).

We have adverse social conditions like illegitimacy, too many and too frequent pregnancies in women at high risk for a combination of reasons. . . .The sheer facts of poverty and realities of living can, in themselves, be barriers to the use of health services. How can you interest someone in goal-oriented concepts of health-building if his concern is with survival? If his concern is with how he and his family will eat and live for the next 24 hours? Preventive medical care and social casework are not very meaningful if you are concerned with the rats that run across your children's beds every night. The outcome of nine months of pregnancy can seem a far away concern when your family is hungry today and lacks adequate shelter today.

The report goes on to say:

> We know that socioeconomic factors alone do not entirely explain the differential between the rates for different ethnic groups. The infant mortality rates among nonwhites is rising in one of the richest counties in the United States where the average level of education and income of nonwhites is also rising. Yet there is no doubt that there is an established relationship between poverty and infant mortality. . . we cannot maintain people in conditions of poverty and discrimination and still reduce infant mortality appreciably, even if we provide excellent medical care. Thus our objective must be not so much the reduction of infant mortality but the creation of conditions that will assure that every child is well born and will be reared in conditions of normal growth and development that will enable him to fulfill his genetic potential. . . .If we could pull the infant mortality rate in 90 percent of the counties of the United States down to 18.3, we could save 170,000 lives over a five year period. We do not need additional knowledge to do this. We have enough knowledge to do it if. . .we bring about institutional change, including programs of comprehensive care, that will change the whole socioeconomic fabric of life for the people of the ghetto.[23]

Other factors that play a large part in poor health care for urban communities is the lack of physicians, especially black physicians. There are only two medical schools in the United States that graduate a significant number of black physicians. More black physicians and nurses are desperately needed to provide adequate urban health care.[24] The medical profession also

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[23] Frank Faulkner, M.C., M.R.C.P., Key Issues in Infant Mortality, Report of an Advisory Conference, April 16-18, 1969, Washington, D.C., National Institute of Child Health and Human Development. (Washington, D.C.: U.S. Government Printing Office, 1969), pp. 3-4, 27, 42-43.

[24] Ibid., p. 61.

needs a new kind of orientation aimed at community needs, rather than individual needs. Black and white physicians and nurses must begin to pool their knowledge and expertise and make those services available to the poor in the expanded use of clinics in urban areas. This dedication and service to the people of the city is necessary if this nation's poor is ever to receive adequate health care.

Dr. Walter C. Bornemeier, President of the American Medical Association, held a press conference in January 1971, at which he declared that the infant mortality rate in the U.S. is worse than in 13 other countries, but that the problem is social not medical. He said, "because poor people's babies die so often, one should not conclude that America's health care is inferior. . . .That the poor people of this country don't share in the medical services that are available to wealthier people, is a social problem."[25] This official statement from the AMA implies that the poor are poor because of themselves and that the medical profession cannot be blamed if people do not receive adequate health care. This point of view must be rejected. Leadership must come from the medical profession; it is here that adequate or inadequate health care begins.

What Dr. Bornemeier overlooks is the fact that the neighborhoods with the highest infant mortality rates are the same ones that have the lowest number of physicians for their population. For example, Detroit, Michigan, has one physician for every 1,000 residents. The area of the city with the highest infant mortality rate has only one physician for every 13,000 residents.[26] What the AMA further disregards when citing statistics is that the AMA is answerable to no one but the AMA.

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[25] D. Rensberger, "AMA Blames Poor for Infant Death Rate." Detroit Free Press, January 16, 1971.

[26] Ibid.

Lack of National Commitment to Urban Problems

Considering the resources of national, state, and local governments, what should their posture be in relation to our troubled urban communities? The past and present are anything but hopeful. The 1960s have shown that "the massive unresponsiveness of community and national institutions to human needs. . .is what the. . .'urban crisis' is all about--and was about long before overt racial conflict helped the media and the rest of us discover what was always there. The corporations did not move on jobs or economic development for minorities until they literally saw Detroit burning, (and then many were short lived). University presidents (and national leaders) insist on turning the discussion to the tactics of protestors instead of the life-or-death issues they raise. Congressmen complain about the 'coercive' tactics of protestors with legitimate grievances, while they gladly submit to coercion by lobbyists who wear suits and ties instead of overalls and beads. All this happens against the backdrop of a steadily worsening fiscal situation for the cities as demands for services expand and revenue sources wither."[27] From the national to the local level it is obvious that a moral commitment to positive change and betterment of society is definitely lacking and sorely needed.

The poverty and welfare crises have become a challenge to the American conscience. The federal government has responded with a war on poverty, the most under-financed war in American history. Billions of dollars continue to pour into foreign wars and foreign countries such as Portugal which uses U.S. aid to keep its colonies of Cape Verde, Angola,

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[27] Laue, p. 10-11.

and Mozambique in dire poverty and subjugation. With the Pentagon, the Defense Department, and space exploration consuming a major portion of U.S. tax dollars, the federal government has little to offer the poor. One token program offered is the Family Assistance Plan. This program suffered postponement as part of the economic game plan that has occupied national attention since last August. One person observed: "The poor, having been made to pay the price of cooling the economy, now were being asked to pay again for its reheating."[28]

The present national administration has also defeated the child welfare bill and has put brakes on the enforcement of school integration. Present proposals by the legislature and the administration in the area of antibusing amendments will undo much of what the U.S. Supreme Court has given us from a leadership standpoint. The 1954 Supreme Court ruling will begin to take on radical dimensions when compared to the 1972 proposals.

When the Congressional Black Caucus asked the President for an interview, it was granted over a year later. When the Caucus presented a 60-point bill of demands, the President responded to it two months later. He assured the Caucus that its goals were "largely those of his administration," yet he rejected the majority of the proposals. "Mr. Nixon's white paper on race and poverty turned out to be mostly a compilation of and an apologia for what his government is already doing." The Caucus saw it as "just more rhetoric."[29]

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[28] Donald Canty, editorial, "Perspective: Welfare as a Crisis of the American Conscience," City, Vol. 5, No. 5, Fall, 1971, p. 39.

[29] "The President: What Paper?" Newsweek, Vol. LXXVII, No. 22, May 31, 1971, pp. 18-19.

The present national administration has done much international traveling to Europe, the Republic of China, and soon the Soviet Union. This is especially ironic when one realizes that our President has not visited Harlem, East Detroit, or Hunters Point in San Francisco. While U.S./China relations may improve, very little is being done to lessen the plight of poor American blacks, whites, Indians, and Chicanos. This would seem to be a basic contradiction of what little remains of the "American Dream" for many poor Americans.

Lack of State Commitment to Urban Problems

While there is an appalling lack of a moral commitment to eradicating racism and poverty on the national level, neither is there a commitment on the state level. The solution of critical urban and social ills is not the top priority of most state legislatures. It is uncanny that legislation related to issues such as school busing can be rapidly brought out of committee sessions, onto chamber floors for a vote, and quickly passed. The speed is unparalled (except for votes on legislative pay raises).

On the local level there is this same lack of commitment, and its effects are felt even more deeply because it is close to home. A good example of this can be seen in Detroit where U.S. District Judge Stephen J. Roth ruled that the schools are "de jure" segregated. In his remarks, Judge Roth states:

> Governmental actions and inaction at all levels, federal, state, and local, have combined with those of private organizations, such as loaning institutions and real estate associations and brokerage firms, to establish and maintain the pattern of residential segregation throughout the Detroit metropolitan area. . . .The Board [of Education] has created and altered attendance zones, maintained and altered grade structures, and created and altered feeder school

> patterns in a manner which has had the natural, probable, and actual effect of continuing black and white pupils in racially segregated schools.[30]

It is disturbing to note that at all governmental levels, national, state, and local, there is definitely a lack of firm moral leadership dedicated to positive programs of urban reform.

Even the general populace is deficient in this area. The flight of droves of whites to the suburbs to avoid any contact with or commitment to people of different skin color is most evident. U.S. housing patterns for 1969-70 as shown in the 1970 U.S. Census reveal that suburban apartments increased 96 percent, while urban apartments increased only 17 percent.[31] Once "safe" in suburbia, white residents have not often opened the door to urban blacks who are also attempting to settle in suburbia. "Two years after passage of a national open-housing law, residential America remains starkly segregated. Freedom of choice in housing still is a dream denied for all but an affluent few of the nation's Negroes."[32]

Opposition to much needed low and moderate income housing in the suburbs has delayed its construction all over the country. HUD Secretary George Romney and President Nixon, though vocally urging further construction and compliance with civil rights laws, have failed to provide the enforcement necessary to carry out that construction. Twice on national television the administration said it would not seek "forced integration of the suburbs."[33]

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[30] Bradley, et al., v. Milliken, Civ. No. 35257, (E.D. Michigan, June 16, 1971).

[31] "Apartments in Suburbs Have Increased Almost 100% in Decade," Urban Read Out, Urban Research Corporation, December 14, 1971, p. 2.

[32] Ken Hartnett, "Negroes Say Freedom of Choice in Housing Still Denied to Most," Lansing State Journal, November 26, 1970, p. A-7

[33] John Herbers, "Black and Whites Joining to Block Housing for Poor," New York Times, February 15, 1971.

Jobs are following whites to the suburbs almost as fast as the residents themselves. An Associated Press survey of today's housing patterns reveals that "the exodus of business and industry to suburbia. . . is widening the gap between the jobseeking city dweller and places of potential employment. Almost four of every five new jobs are in suburbia, but low and moderate income housing isn't."[34] Of 114 major New York City companies with headquarters in Manhattan, 27 are planning to move, according to a survey done by Rep. Edward I. Koch of that New York district. Because of crime, high operating costs, poor mass transit, and high employee living costs, half of the 27 planned to relocate beyond New York City's suburban ring.[35]

Federal government agencies are also heading for the suburbs taking precious sources of employment with them. The U.S. Public Health Service, General Services Administration, the Atomic Energy Commission, the National Bureau of Standards, the Navy Department, U.S. Geological Survey, the Government Printing Office, the Education Department of HEW, and the Manpower Administration of the Labor Department are some of the federal agencies relocating in neighboring states of Maryland and Virginia. Although the move may be fine for highly paid white collar workers who can afford to relocate along with the job, this is impossible for many other poorer employees who are GS-5 and below, and who are mainly black. The disparity becomes greater when the majority of suburbs who welcome the lucrative federal resource and greater tax base refuse to share the problems such as subsidized public housing. By refusing subsidized housing the suburbs

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[34] Hartnett, p. A-7.

[35] "1/4 of Major Companies in New York City are Considering Moving Out," Urban Read Out, Urban Research Corp., December 14, 1971, p. 2.

have in effect refused the poor of Washington, D.C., and are "effectively eliminating most of the federal work force from the market."[36]

Federal agencies all over the country have joined their counterparts in Washington in the flight to the suburbs. The U.S. Postal Service is one such agency. The Chicago Post Office in July 1971, was planning to move to an all-white suburb, thereby canceling out 3,000 jobs held by black employees. An emergency resolution was passed by the National Convention of the NAACP in which it went on record as opposing the move saying that "the unemployment rate of blacks in the large cities of our nation has reached a crisis proportion;. . .the post offices of these cities furnish employment to a large segment of blacks and have been bastions of economic stability to the inner cities."[37]

Even Ralph Nader, the new "consumer advocate," has not investigated the plight of urban America. His research, though very worthwhile for middle America, often has no bearing on the problems of the poor or the black. What is needed here is a "Nader model for the poor"--a vocal advocate concerned with the problems of urban America. If Nader expects to be really relevant to the needs of America, he must not concentrate solely on "middle America," but must address the basic issues of racism and poverty that are threatening to destroy those who are very poor in America. To children who are starving it matters little whether there is cereal in 98 percent of the cereal box. Instead, there should be a concerted effort to see that every child receives a bowl of cereal each

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36 Robert Cassidy, "GSA Plays the Suburban Game on a Grand Scale," City, Vol. 5, No. 5, Fall, 1971, pp. 12-14.

37 Ethel Payne, "The Blacks Pay the Price of Post Efficiency," City, Vol. 5, No. 6, Winter, 1971, p. 12.

morning. Furthermore, there are many industries such as the pharmaceutical, mortgaging, and the finance industries that should be examined as to their relationship with and their effects on the urban poor.

The University's Commitment to Society

Considering the resources of the university, what should its posture be in relation to our troubled urban communities? The university with its many and varied skills and expertise has an abundant potential for developing appropriate strategies for solving critical urban and social conditions. However, it too has continued to follow the example set by the larger society.

As has been shown earlier in this paper, the university has played a vital role in alleviating the plight of the great plains farmer. With research, extension programs, and financial assistance, a "change" was made in rural life. As the rural population decreased and urban population grew, a similar effort to alleviate the problems of urban America was not attempted. Though change-oriented programs have been introduced in other sectors of the university throughout its history, little if any such programs came into being in the area of urban problems. Urban studies curricula had a very slow and painful inception. Great resistance at all levels greeted the introduction of centers and institutions of urban affairs. This is especially difficult to understand when urban problems are at their zenith. It is also difficult to understand how the urban condition can be so neglected when its impact has such an immediate effect on the lives of its citizens. A sad indictment against our great institutions of learning is that government officials at all levels who are controlling

the decisions that govern men's lives were trained in the universities. The American university is no longer the world model. Many foreign universities, especially those in developing countries, have begun to acknowledge and search for ways to grapple with the urban growth problems in their countries. The foreign university will at least acknowledge the role that the university must play in urban and national problems and has begun to examine how university resources can be directed to the national poor. In this regard they seem to be much further ahead of the American university which often ignores or shuns the urban phenomena in relation to its own role and resources.

The role of the university in meeting critical urban social problems should be clear by now. Administration, faculty, and students must be vocal planners and engineers of social change. Society can no longer afford to educate purist scholars in a vacuum. The real world must be grappled with, and it is up to the university-educated to be leaders in acknowledging and grappling with the urban world. As in the precedent already set by the university within the realm of agriculture, a similar effort can and must be made to develop strategies related to solving the critical social, economic, and educational problems of urban America. Higher education must reassert its moral commitment to the solution of urban problems. This commitment must then be followed by concrete action.

Duhl and Volkman "see the very existence of our present social institutions as devices that perpetuate past inequities rather than cure social ills or promote normal human development. . . .If one views the situation as an integrated whole, social change consists of a series of

interplays among and between the many levels--individual, family, institution, business, government--where changes at any one level affect all others. A change anywhere and at any place thus reverberates throughout all systems. . .it is hardly surprising that those who see this most and best are those who have not developed unquestioning commitments to traditions and institutions: the young, the explorers, the disenchanted, the underprivileged."[38] The university as a vital part in the integrated whole must be a leader in social change; it alone commands the necessary respect and resources.

Though the university in the past has lacked the leadership required for the attack on urban and social ills, it can re-evaluate its stand and change. "Urban educational institutions, like all institutions, have two first-level alternatives in dealing with observed and expected problems. One such alternative is to deny the problem. . . .The second alternative is to alleviate the problem by reducing the stress."[39] This is a direct invitation for leadership of the university in social change.

Birkhead also addresses the leadership capacity of the university. He states:

> The university must greatly increase its capacity to respond to the demands and concerns of the city. In the intellectual and conceptual dimensions of urbanism the university ought to lead, if it is to live up to its historic role. The increasing extent of metropolitanism in the United States and abroad and the conflict and public concern arising from it make the urge to grasp the university as change agent especially poignant.[40]

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[38] Leonard J. Duhl, M.D., and Janice Volkman, "Participatory Democracy: Networks as a Strategy for Change," Urban and Social Change Review, Vol. 3, No. 2, Spring, 1970, p. 12.

[39] Michael Decker, "Editor's Introduction," Education and Urban Society, November 1970, Vol. III, No. 1, p. 3.

[40] Guthrie S. Birkhead, "Urban Studies Education," Urban Education, Vol. VI, No. 1, April 1971, pp. 32-33.

Popenoe sees urban affairs as part of a larger educational reform within universities. He writes:

> (1) The university can and should solve many urban problems just as land-grant universities solved the agricultural problems of an earlier era, but as presently constituted it cannot and is not doing so.
>
> (2) The university is a vast storehouse of knowledge. If only that knowledge were made available, it could be of great practical importance.
>
> (3) The university has become too detached, neutral, ivory-towerish and, in a word, irrelevant.
>
> (4) The university should become a more active political force, or at least a quasi political force; that is, be more actively involved in 'social change' activities.
>
> (5) The university has become too specialized around the 'narrow' disciplines--it has lost sight of the big picture, of a sense of values and direction.[41]

Recruitment and Admissions Policies

Within the scope described above there are specific issue areas that the university must address. It must first and foremost be committed to a better student admissions policy. This will mean a re-evaluation of admissions criteria in order to omit unreasonable or unflexible criteria that will often automatically screen out valuable potential students. This also must include an aggressive policy of recruitment to attract those urban residents who might otherwise be overlooked and thus denied higher education. As Ellis notes, the university can be the "incentor" and/or "sponsor" in the upward mobility of an urban youth who is confronted by an environment in which going to college is the exception not the rule. The incentor "can give to a youth the sympathetic encouragement needed for continuing his career and educational plans despite whatever obstacles

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[41] David Popenoe, "Urban Studies Reconsidered: Present Trends and Future Prospects," Urban Education, Vol. VI, No. 1, April 1971, pp. 13-14.

and setbacks he may encounter along the way. The sponsor. . .can open the door to the partially closed systems (be it college, fraternity, or graduate school) which an ambitious youth must enter if he is going to be able to carve out a successful middle-class career."[42]

Race and Urban Studies Programs

A second commitment of the university must naturally be the introduction or extension of race and urban studies programs. Urban society is multidisciplinary, yet narrow single fields attempt to solve urban problems; it is no wonder that urban ills persist. The university must be committed to training people in all the urban sciences. Popenoe addresses this issue:

> The urban affairs movement has pointed up sharply. . .the need for a variety of new occupational positions for people broadly educated in the nature and dynamics of urban society yet technically equipped to apply knowledge to the planning and administration of public programs designed to meet urban needs and problems. Most of these new positions do not fall neatly within the old categories of public administration, city planning, teaching, welfare work and the like. . . .There has arisen a special need [for] multi-disciplinary programs for the education of professionals for a variety of urban service careers. . . .Two things seem certain--there is going to continue to be a proliferation of such fields as the public sector grows and becomes more specialized and institutionalized, and the university is going to have to respond to the enormously increasing pressures for trained manpower in these areas.[43]

Included in the urban studies curriculum must be courses which will provide a basic understanding of the fundamental relationships between racism and urban development. The proposed College of Urban Development and Social Change developed by the Center for Urban Affairs at Michigan State University will speak to these issues. The unique feature of the

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[42] Robert A. Ellis, "Some New Perspectives on Upward Mobility," Urban and Social Change Review, Vol. 4, No. 1, Fall, 1970, p. 16.

[43] Popenoe, pp. 20-21.

proposed college is that it will encompass problem-oriented and multi-disciplinary courses. In contrast to most academic programs, the college will concern itself with racial and urban problems central to the quality of life in Michigan and the nation. To accomplish this, it will be divided into two major areas--one will be concerned with problems of racism and ethnocentrism and the other will deal with the substantive problems of urban areas such as health, education, and housing. Since attention is focused upon problems rather than disciplines, it is essential that the views of any discipline that can contribute to the solution of a problem be brought to bear upon that problem. Thus, it will often be necessary to bring the viewpoints of the natural sciences, arts and humanities, social sciences, and the professional schools such as medicine, nursing, and education to bear upon a particular problem. A third unique feature of the proposed college is that it combines course work in the community, traditional academic course work, and problem-oriented research, often carried out in community settings. The basic purpose of the college is to train people who are service-oriented, knowledgeable about problems and interested in bringing this knowledge and scientific expertise to urban-centered problems.[44]

Within the context of a department or college of urban affairs, the university can establish a coalition of resources for urban America. Its students will be professionals trained in particular aspects of the

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[44] Proposal for a College of Race and Urban Affairs, Submitted by the Center for Urban Affairs to the Office of the Provost, Michigan State University, East Lansing, Michigan, September 1971; prepared by faculty and staff of the Center for Urban Affairs under the direction of Ruth Hamilton, Ph.D., Assistant Director for Curriculum Development, pp. 9-10.

knowledge of urban life which will include the political, economic, social, psychological, geographical, medical, and technical. It is this pool of urban expertise from the various sciences that will facilitate the development of viable solutions for social change and then test them within the urban experience. The proposed College of Urban Development and Social Change encompasses the above criteria.

The first aspect of any program in urban development must be research. Our knowledge must be increased in such urban areas as racism, infant mortality, crime, poverty, employment, housing, education, and the police. But these research programs must not be developed within a vacuum; they must be action oriented and lead to the development of experimental programs that can be evaluated. Furthermore, these research programs must be developed cooperatively with local officials so that they might be intertwined with ongoing programs in existing agencies. Thus, experimental programs will not be operating within a void but in actual, real-life situations that will produce change. Several educators and administrators across the country are becoming aware of this great need for accurate research in the urban area that is coupled with a value of social change. Gorvine and Margulies are two such researchers:

> A characteristic of social science in general and urban studies in particular is the absence of adequate theory to provide us with some basis for a cohesive, unified approach to the analysis of major problems. . .scientists involved in urban studies must begin to develop theoretical models that will enable us to identify the specific elements of the political system most relevant to solving urban problems.[45]

Myrdal discusses the need for a scientist to examine phenomena which will lead to viable answers for society, even though they may be unpopular.

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[45] Albert Gorvine and Samuel L. Margulies, "The Urban Crisis: An Alternate Perspective," Urban Affairs Quarterly, Vol. 6, No. 3, March 1971, p. 263.

> The degree to which a scientist is prepared to study unpopular subjects and to state plainly and clearly unpopular conclusions derived from his findings depends, naturally, on his own political inclinations, his personal courage, and the relative freedom awarded him by society. . . .We must raise questions before we can expect answers from the facts, and the questions must be 'significant'. . . .Practical conclusions may thus be reached by rational inferences from the data and the value premises. Only in this way does social engineering, as an advanced branch of social research, become a rational disciplines under full scientific control. . . .The value premises should be selected by the criterion of relevance and significance to the culture under study.[46]

Additional support of the idea of research based on a value premise of social change for urban America is offered by Striner and Holmquist:

> Social scientists must undergo a painful metamorphosis. Pretensions to objective, nonhuman-oriented research for its own sake had better begin to be directed to a social product. This is not to say that basic research should not be done;. . .it must and should be. . .the social sciences can contribute to the development of a better metropolitan environment. . . .The scientists--in the 'natural' and physical as well as the social sciences--must produce the knowledge and techniques by means of which the planners and policy makers can arrive at good solutions to metropolitan problems. . . .Second, social scientists must begin to effect some cures if they are to build a better ground for mutual trust and understanding. . . .The plight of our urban areas no longer permits the luxury of mutual indifference.[47]

Academic Research vs. Service Research

Popenoe has described two types of research possible for the urban studies department--academic research and service research. Educators interested in prestige, promotion, and publication avoid service research, because scholarly journals often do not accept this material because it deals with social action outside the university. "Much academic social science research on urban phenomena [though highly lucrative when published]

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46 Myrdal, An American Dilemma, pp. 1040, 1044.

47 Herbert E. Striner and Henry E. Holmquist, "Social Science and Community Problems," in Leonard J. Duhl, M.D. (Ed.), The Urban Condition: People and Policy in the Metropolis. (New York: Basic Books, Inc., Simon & Schuster, 1963), pp. 307-308, 309, 310.

is of no use whatsoever in helping to solve urban problems. The kind of urban research of greatest utility to public decision makers is service research."[48] It is service research which can lead to developmental programs for the urban community. The proposed College of Urban Development and Social Change at MSU is dedicated to service research for ongoing programs. It realizes that academic research operating within a void will not aid urban residents in their quest for social change. At the same time it is realized that service research and new programs must help rather than exploit urban residents. The people of the city must never be used as mere subjects for research.

In this same vein Vollmer distinguishes between the notion of the "basic scientist" and the "applied scientist." The basic scientist is the research "scholar" oriented only toward his discipline. The applied scientist is the "professional" who is oriented toward the application of knowledge for his client and for action purposes. Within the service role he can be an objective, detached "analyst," a professional solution-finder "advocate," or a skillful conflict-resolver "mediator." Vollmer believes the social scientist within the urban community should play a more involved, application-oriented role aimed at solving urban and social problems.[49]

Experimental Action-Oriented Programs in Urban Affairs

Once research programs with emphasis on increased knowledge in the urban areas have begun, experimental action-oriented programs must be

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[48] Popenoe, p. 24.

[49] Howard M. Vollmer, "Basic Roles for Applying Social Science to Urban and Social Problems," Urban and Social Change Review, Vol. 3, No. 2, Spring, 1970, pp. 32-33.

developed. The problems of urban America cannot afford meaningless "neutral" research programs. Significant social change programs integrated with field research work are necessary to the urban affairs curriculum.

McCarthy feels "The university has both the mandate and the opportunity to become the decisive link between urban science and urban action."[50] Justifying the need for the university's involvement with the city, he explains:

> For American higher education, the implications of our rapid urbanization rate are enormous. The university cannot fail to take note of so sweeping a change in the society in which it exists. There are three main justifications for converting that awareness into effective action. The first is theoretical, having its root in the very nature of the university. Universities engage in the acquisition, transmission, and dissemination of knowledge and these are translatable into practice as research, training, and action programs. The second justification is moral, holding that 'knowledge is power and its possessor owes the public a prompt application, or at least diffusion through the training of others.' The third is historical, pointing out that since the creation of land-grant colleges by the Morrill Act, 'the notion that academic institutions should reach out to serve the workaday needs of a developing society' has been common. . .there is need for hard data in the urban decision-making process. Provision of such data is a task for the university. Moreover, if the university is to make a sincere urban commitment, it must begin by engaging in research with potential for immediate application.[51]

McCarthy says foremost in social intervention strategies are the recruitment of urban youngsters who are economically and educationally disadvantaged; the involvement of the university in urban elementary and secondary schools; the exposure of undergraduate university students to urban problems through an experimental, unstructured curriculum and a work/study urban experience; and a well-structured broad program to train

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[50] Joseph M. McCarthy, "The University: Link of Urban Science and Action," Urban and Social Change Review, Vol. 3, No. 2, Spring, 1970, p. 31.

[51] Ibid.

graduate students to be urban experts and practitioners.[52] The proposed MSU college includes a component of Urban Resource Development that answers the need espoused by McCarthy:

> The ultimate objective of the Urban Resource Development program is to provide society with an innovative group of professionals who are. . .trained in the strategies and tactics of planned social change. . .familiar with the interacting factors associated with urban problems and processes of controlled change. . .[and] prepared through formal education and planned experience to confront critical urban problems at various levels of need. Working with a strong grounding in traditional and contemporary skill areas, this program will develop new directions not currently emphasized in the university and new materials, new methodologies, and new theoretical perspectives to bring about meaningful change. . . .The training of URD professionals must stress working in multidisciplinary teams to insure the necessary breadth of perspective in addressing urban problems.[53]

An urban field experience is a necessary component in the training of urban affairs students. Richard E. Dewey emphasizes the relevant and valuable education experience he calls "accredited experiential education." He believes that the university should use a multidisciplinary approach to "field work" because the "problems of urban man do not order themselves in accord with the present arrangement of professions and academic disciplines. . . . The interaction of inquiry and action. . .is the peculiar advantage of 'field work.' The student does not follow the usual pattern of 'research and development' according to which some people do 'pure' research. . . . Instead, the student doing 'field work' often moves directly into problem are areas, not only studying problems with a view to finding leverage points for action, but proposing actions and assisting in their implementation--and then evaluating the effects of particular actions, changing or adapting them as seems necessary. . . .This kind of interaction between inquiry and

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[52] Ibid., p. 32.

[53] Proposal for a College of Race and Urban Affairs, p. 19.

action is most beneficial to the total educational system and the large society.[54]

The University of Southern California has developed a valuable and meaningful response to urban problems through its "Urban Semester" and "Urban Street College" programs. The program designers say it is based on the assumption that "we need to develop curricula and methods utilizing the streets of the metropolis, the raw conditions of the urbanizing process and all possible resources of the community."[55] The Center for Urban Affairs of Michigan State University has attempted to do just that. Through its urban extension programs in the LeJon Building in Lansing, Michigan, CUA has a "living laboratory in the community," dedicated to working on the problems that community people feel are of relevance to them. One such program is an attempt to upgrade the educational skills of urban residents through ongoing secondary education courses. Completion of high school is a valuable and necessary tool for the urban resident. Through these interdisciplinary experiences for faculty and students in the community, the CUA is attempting to unify the "urbanizing process and the learning process. In this way the urban community both teacher the student and receives valuable alternate responses from him concerning ways to deal with its problems.[56] It is these types of urban experiences that will prevent students from becoming

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[54] Richard E. Dewey, "Accredited Experiential Education: Some Definitions," Urban and Social Change Review, Vol. 5, No. 1, Fall, 1971, p. 10.

[55] Meryl Ruoss, Director, Ursula Caspary, and Hugh M. Redmond, Jr., "Urban Street College/Urban Semester: Experiments in Relevant Urban Higher Education," Urban and Social Change Review, Vol. 5, No. 1, Fall, 1971, p. 14.

[56] Ibid., pp. 12-13.

enmeshed in the web of "objective research" with no relevant end in sight. As university scholars we have not in the past nor should we in the future remain purist scholars in a vacuum. Research scientists must follow up their research to see that it is developed into meaningful social change programs. Friesema states that very clearly:

> The critical consequence of this situation is that if urban social scientists want their work to have meaning for people, they must become their own popularizers and activists. No easy division of labor is reasonably possible to solve the difficulty of combining theoretical rigor, empirical precision, and relevance to the critical problems of our times. Urban affairs programs may be useful vehicles of engaged scholars who are enmeshed in both theoretical and action concerns. . .scholars must probably wear both hats.[57]

One of the most explicit articles to deal with higher education and urban community was written by Bebout. He explains how rural extension service began for the universities with the Morrill Act of 1862 and the Smith-Lever Act of 1914, yet no "Urban Morrill Act" has been passed and "urban extension" is only in a developmental stage. He sees urban extension as an attempt to "identify and cope with urban-based or urban-generated problems and as a function, a responsibility, an essential characteristic. . . of the entire university."[58] Bebout lists five principles he feels are essential within urban extension:

> (1) . . .the principle of total commitment [of all segments and agencies of the university]
> (2) involvement of the university is that of a partner-in-learning with people and institutions in the larger society, rather than the magisterial role of teacher to student.
> (3) urban extension is essentially a problem-solving enterprise, operating across the boundaries of the academic disciplines and learned professions.
> (4) the internal teaching, research and urban extension roles of the university are inextricably intertwined and mutually supportive. . .

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[57] H. Paul Friesema, "Urban Studies and Action Research," Urban Affairs Quarterly, Vol. 7, No. 1, September 1971, p. 10.

[58] John E. Bebout, "Urban Studies: Higher Education and the Urban Community," Urban Education, Vol. VI, No. 1, April 1971, pp. 78-79.

> (5) urban extension that is meaningful involves the university deeply in the common search for values, goals, and priorities by which we may hope to achieve human survival and a good life for generations to come.[59]

Bebout sees these principles as operative "only with the active and determined leadership of the top administration and middle academic management of the institution,"[60] in other words, total university commitment to the amelioration of urban problems. He also sees it as a countertrend toward specialization and isolation in the university. Bebout says that the agricultural extension of land-grant colleges taught universities the relationship between extension, research, and education, and that urban extension will give us new priorities within the urban experience.[61]

Conclusion

In summary, certain areas stand out as distinct pools of commitment for the university within the urban society. It must first be realized, however, that the university of today is an active, political force within our society. It never has and never will remain neutral in the face of burgeoning social problems. It realistically faced rural problems and attempted to find solutions through rural extension brought about by the Morrill Act and the Smith-Lever Act. It must now rededicate itself to the urban areas of our country and of our world. The university must actively commit its resources to the eradication of urban problems such as racism, poverty, health care, infant mortality, drug abuse, inferior housing,

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[59] Ibid., p. 79.

[60] Ibid., p. 81.

[61] Ibid., pp. 92-92.

unemployment, education, transportation, and so on. The list is endless; the problems are great.

One area looms especially large. That is racism. The university acknowledges and grapples with this problem when it opens its doors to urban residents. Through an active recruitment and admission of all students it encourages equal opportunity in education. Through the development of new programs it fully utilizes the skills of the administration, faculty, and students aimed at experimental programs in the urban community which can be evaluated realistically.

As new programs are developed, the entire reward system of the university must be altered drastically. The failure to promote faculty because of their noninvolvement in "academic" research such as rote learning and memory drum experiments is unsound. Instead, faculty should be rewarded for excellence in teaching and for a commitment to working with students. Instead of an emphasis on only publishing journal articles and books, faculty and students can redirect their efforts toward society in a very real sense. The nonapplicability of "objective" research for its own sake does little good for the urban poor. The university should exhibit a strong thrust in directing areas of the university toward the amelioration of critical urban and social problems.

First and foremost the "white mask" of the university must be removed. Large numbers of blacks, Chicanos, Puerto Ricans, Indians, and poor whites must be admitted to the university. This can only be done through a dedicated, aggressive recruitment policy. Once in the university these students must be exposed to a "new morality" of the university that is aimed at the urban areas of our country and committed to changing social

and urban policy. The commitment that the poor feel toward their community must not be erased while they are students at the university. A dedication to the eradication of urban problems must permeate university courses and field work, so that when the urban student leaves the university he will continue his dedication to the poor community and to the creation of a better society. This involves a reorientation of faculty members and academic research.

Within this context urban programs must no longer remain powerless centers of research. They must assume the authority of training students and granting degrees in urban development and social change. They must deal with urban problems and their solutions. The social intelligence of the university must be focused on the development of strategies and tactics for change in urban America. Students must not just study about the inequitable distribution of resources. Emphasis within the Center for Urban Affairs college proposal deals also with those strategies and tactics effective in new resource acquisition and resource mobilization. Innovative professionals trained in urban problems and their solutions is the goal. This must include the urban researcher, scholar, critic, innovator, advocate, teacher, practitioner, implementer, expediter, all aimed at the target of the urban population.

The urban center and urban college can play catalytic roles. They can develop cooperative relationships with other components of the university in order to bring all the resources of the university to bear upon urban and social problems. While the urban center cannot and will not grant M.D. or D.O. degrees, it can work closely with medical schools, dental schools, and osteopathic schools in their training process. The urban college can

bring medical students to a greater awareness of urban health problems and their relationship to the greater society and environment. Urban health science is just one area in which the urban college can play a catalytic role. Its relationship to other college components such as urban planning, sociology, economics, social work, psychology, and education is fundamental if a truly multidisciplinary approach will ever be accomplished.

The leadership for this commitment of the university must come from top university administrators. Individual components of the university will not dedicate themselves to the eradication of urban and social problems without the leadership offered by the highest levels of college administrators. This pyramid effect must be realized in order to bring the many and varied departments of the university into focus with urban society.

The students who will become the urban scholars within these multidisciplinary urban courses and field work must never assume that their knowledge and training affords them a total perspective of the urban condition. They can and do learn a great deal from the urban residents. At the same time, however, they must realize that their position does involve a role for them to play. They have a great contribution to make in upgrading the quality of the urban environment because of their knowledge, expertise, and training. Their academic perspectives can then be combined with the residents' daily living perspectives in order to achieve a truly satisfactory solution to urban problems.

Within this context, action or service is not incongruent with scholarly, academic efforts and research. For many years action was attempted to no avail. Urban colleges and universities must aim to provide

a scholarly action for the community based on hard data. Conclusions which will affect the urban poor must emanate from an intellectual and practical base. Therefore, good scholarship must be combined with excellent action. They must not be separated, because by themselves they are useless to the urban community.

This philosophy is not a foreign concept to many universities who began as land-grant colleges and universities. Rather, it is a fundamental tradition that the land-grant college serve the society of which it is a part. This idea has served our country for more than a century, but now needs meaningful reinterpretation for the future. Within this tradition of service, the Center for Urban Affairs of Michigan State University proposed a College of Urban Development and Social Change. Its meaning for serving urban America can be seen clearly when examined in conjunction with a report that the "Committee on the Future of the University" of Michigan State University wrote in 1959 and reprinted in 1969. It states:

> A fundamental assumption of the philosophy underlying the land-grant university is the desirability of equality of educational opportunity at the university level. . .the land-grant institution presented an opportunity to those who were not necessarily rich and wellborn to become educated and to perform a variety of useful roles in society. . . . A second precept of the land-grant philosophy is the desirability of providing a broad liberal education for students who are also interested in technical or professional training. . . .If educated persons are to be effective citizens in the world, they must be prepared to make difficult moral choices as individuals and as members of social groups. . . . A third feature of the land-grant philosophy is that the university should use its knowledge and facilities for solving the significant problems of society. . . .Another facet of the land-grant tradition has been a willingness and a deep recognition of the university's responsibility to carry knowledge to the people. . . .A fourth precept of the land-grant philosophy is that the university ought to be a mechanism for change in society. Land-grant universities must not become so oriented to the problems of today that they do not help toward the solution of the problems of tomorrow. . . .It is important that MSU should continue to be a leader of the land-grant philosophy. It must take initiative in applying the land-grant philosophy to today's situation. It must

> continue to capture the spirit of drive, experimentation, and change that characterized the land-grant institutions in their early years. To do this requires recognition that society itself has changed and its developmental needs are more closely interrelated than every before. The agricultural and industrial-urban portions of our society are no longer largely separate. Nor is our own society largely aloof from the rest of the world. The education to equip young men and women to meet the developmental needs of society in the years ahead must simultaneously be both more advanced to enable them to deal with more difficult problems and more general to enable them to deal with the many interrelationships in the society.[62]

Urban society can benefit from the accumulated knowledge of our universities. However, the commitment to use universities resources to upgrade the status of urban America must be fully developed and constantly reinforced.

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[62] A Report to the President of Michigan State University from the Committee on the Future of the University, pp. 2-3.